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DEVELOPMENT SKILLS

INTERPERSONAL COMMUNICATION SKILLS FOR AVIAN INFLUENZA

**VETERINARY AND
HUMAN HEALTH WORKERS**

AI.COMM

FACILITATOR MANUAL

ONE DAY TRAINING

WHO IS THIS TRAINING FOR?

AVIAN INFLUENZA
informatics
CHANNEL
MASS MEDIA
COMMUNICATIONS

The Interpersonal Communication Skills for Avian Influenza, one day training is designed for Veterinary and Human Health Workers to update their interpersonal communication skills as well as to increase knowledge of behavior change communications in response to prevention and control of Avian Influenza in the communities. Veterinary and Human Health Staff are in a unique position to reach individuals, families and communities face to face, with information about how to prevent or contain diseases in the communities. Strengthening their interpersonal communication skills will help them to deliver messages more effectively.

OVERVIEW OF THE TRAINING

This one day training for Veterinary and Human Health workers on Interpersonal Communication Skills for Avian Influenza focuses on increasing their awareness of the importance of face to face communication skills and how it affects behavior change related to AI prevention.

It describes four basic interpersonal communication skills needed during AI prevention interactions: active listening, asking questions and probing, speaking simply, and using support materials to help deliver information.

The interactive training methodology encourages participants to discuss and contribute to everyone's learning experience. It also provides opportunities for participants to practice the four basic skills and to strengthen AI information prevention and control at the community level.

PLANNING A SUCCESSFUL TRAINING EVENT

Use the following tool¹ when you begin planning a training event. Responding to the questions will help you get started.

WHO

Who is this training for?

Who will conduct the training?

¹ Adapted from Jane Vella, Training Through Dialogue

Who should participate in the workshop?

Who will be invited?

What is participants' level of literacy?

What language will be used during training?

Who will do the facilitation of the training? Having two facilitators is best.

What technical resource people should be invited to help answer or clarify questions? For example, consider inviting a veterinarian, medical doctor, agriculture extension leader or other, etc.

WHY

Why is this training needed?

What is the purpose of the training?

Is there a need to respond to an AI outbreak?

WHEN

Allow enough time to invite and follow up with participants, technical resource people and others that should attend the workshop.

Give trainers, co facilitators enough time to organize training materials and practice training.

Confirm that there is no conflict with other local planned events, holidays etc.

WHAT

What skills, knowledge and attitudes will participants learn during the training?

What are the content and materials needed to support the participants learning?

HOW

How will the training help participants accomplish the skills they need to do after the training?

TRAINING SPACE AND TRAINING SET UP

Choose a space that is private and quiet. The training space should be free from outside distractions.

Table and chair setup should encourage active participation and discussion. It is important that participants are able to see each other and the facilitator. Arrange tables into a shape similar to a square with one side open (I I) and putting the chairs on the outside is recommended.

Arrange for some kind of refreshments. During the training it is wise to have breaks. Provide water on the tables for participants and facilitators

MATERIALS NEEDED FOR THE TRAINING.

Make sure that enough copies of the Participant Handouts are available for each person attending the workshop.

Have additional blank pages available so participants can take notes. A flip chart and markers will be used throughout the workshop sessions.

INTERPERSONAL COMMUNICATION SKILLS FOR AVIAN INFLUENZA

AGENDA

	DAY I
9:00-10:30	Session 1 Welcome And Overview
10:30-10:45	BREAK
10:45-12:30	Session 2 Avian Influenza and Communication
12:30-1:30	LUNCH
1:30-3:00	Session 3 Behavior Change and Interpersonal Communication
3:00-3:15	BREAK
3:15-5:00	Session 4 Interpersonal Communication Skills
5:00-5:30	Session 5 Closure

SESSION I

WELCOME AND OVERVIEW



OBJECTIVES

By the end of this session, participants will have...

1. Introduced themselves to each other and met special guests
2. Reviewed the workshop objectives and schedule
3. Discussed basic Avian Influenza information

DURATION: 90 minutes

ACTIVITY

#I WELCOME, INTRODUCTION AND ICEBREAKER

I METHODOLOGY:

- Welcome participants to the course
- Introduce yourself, other trainers as well as special guests
- Explain the icebreaker that will be used for participants' introduction.

NOTES TO CO-TRAINERS:

A formal opening to the workshop frames the importance of the day. If possible, recruit special speakers in advance, such as respected veterinarian, physician, epidemiologist, government official, traditional or community leader or any

other professional who is working in the field of avian influenza. Having special speakers participate in the ceremony send an important message to participants that the information they will share is important timely and can also save lives.

After the speakers have addressed the participants, thank them for coming to open the workshop. Now it is time to meet the workshop participants with the Icebreaker exercise.

ICEBREAKER EXERCISE

The goal of this exercise is to get participants to know each other and focus on some communication skills, such as listening attentively and to remember what has been said to them.

I METHODOLOGY:

- Divide participants into pairs. It is best to team up participants who do not know each other. The pairs must be very attentive to the information because they will report it to the group.
- Exchange the following information: Name; place where they work; describe one thing they like about their current job; and what they enjoy doing on weekends.
- Allow 4 minutes for pairs to talk
- Ask pairs to introduce each other and share the information about their partner with the group.

#2 WORKSHOP OBJECTIVES, EXPECTATIONS AND AGENDA

NOTES TO CO-TRAINERS

Before the session, clearly write the workshop objectives on flip chart paper. If possible, leave the objectives posted for the entire course.

ACTIVITY:

2 METHODOLOGY:

- Distribute a blank page for each participant.
- Ask participants to write their individual expectation about this workshop, allowing a few minutes.
- Ask a volunteer to read the workshop objectives written on the flip chart out loud, and encourage discussion to see if participants have any question or comment.
- Ask a few volunteers to read their own expectations out loud. Address differences between participants' expectations and workshop objectives.
- Review Workshop Agenda

WORKSHOP OBJECTIVES

By the end of this workshop, participants will have:

- Discussed basic AI facts and information for prevention and control
- Increased their awareness of importance of interpersonal communication skills to affect behavior change related to AI prevention
- Identified and described four basic IPC skills needed during AI prevention face to face interactions: Active listening, Ask questions, speak simply and use support materials to deliver information

- Practiced the four basic IPC Skills to improve AI information and prevention

WORKSHOP AGENDA

For this workshop, we have prepared a one day schedule.

LOGISTICS

It is hard for participants to concentrate on the content of a training course if they are worried about logistical matters. Therefore, it is beneficial to address these issues right away. Cover the topics such as meals, breaks, transportation, etc.

#3 AVIAN INFLUENZA INFORMATION

ACTIVITY:

#3 METHODOLOGY

- Divide participants in small groups
- Ask participants to discuss and respond the AI questions from Session One, Handout 1 Activity 3.
- In plenary, participants present their responses to questions
- To save time, assign a few questions per group.
- Allow time for additional comments per team, if needed.

NOTES TO CO-TRAINERS

The aim of this activity is to review basic facts about avian influenza. Participants will work in groups and respond to questions about avian influenza. After a few minutes, groups will share their answers in plenary. Answers to all questions are provided in Session One Handout 2.

SESSION I HANDOUT #1 ACTIVITY 3

AVIAN INFLUENZA QUESTIONS

AVIAN INFLUENZA
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1. What is H5N1 virus or Avian Influenza?
2. Do all birds infected with the virus die or get sick?
3. How is the virus transmitted?
4. How is H5N1 virus spread?
5. What can I do to protect my poultry and my family?

6. How does AI get into my community?

7. How can humans contract the H5N1 virus?

8. How to protect yourself and your family from H5N1?

9. How do I know if I have avian influenza?

10. Is it safe to buy and eat poultry?

SESSION I

HANDOUT #2

ACTIVITY 3

AVIAN INFLUENZA INFORMATION RESPONSES

AVIAN INFLUENZA
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1. What is Avian Influenza?

Avian Influenza is a virus that all birds can get, some types of this virus are very dangerous because they can spread quickly and cause sudden death in large numbers of birds. Even though it has mostly been a bird disease, it can also infect pigs, dogs, and cats.

2. Do all birds infected with the virus die or get sick?

No. There are birds which carry the virus and they do not get sick or die – this is very common among wild waterfowl, shorebirds as well as ducks. You cannot tell just by looking at a bird if it is infected.

3. How is the virus transmitted?

The virus is transmitted from flock to flock through ingestion or inhalation of faecal droppings or excretions from eyes, nose and mouth of infected birds. It can also be transmitted by humans with manure or mucous on their hands and body as well as clothing and shoes, and manure or mucous on equipment, vehicles, egg flats, crates that have come in contact with the virus.

4. How is the H5N1 virus spread?

The virus can survive in fecal matter and mucous or excretion from birds and when objects or poultry with the droppings or mucous on them are moved – people, vehicles, egg carts, equipment, transport the virus is spread. This is why human contact with poultry droppings needs to be controlled so the virus will not spread.

5. What can I do to protect my poultry and my family?

- Separate new poultry from existing healthy flocks for at least 14 days;
- Separate different poultry species from each other;
- Clean poultry pens to remove droppings once per week;
- Wash your baskets, shoes and equipment with soap after use to remove fecal matter and mucous
- Wash your hands with soap before and after handling birds

6. How Does AI get into my community?

It can be introduced by

Importing poultry that are infected;

Illegal trade and importation of live birds that are infected;

Handling and slaughter of infected live-poultry.

A person who has been at a facility or farm that has the infection and carries the virus on his or her clothes, shoes, or equipment such as car/truck tires.

7. How can humans contract the H5N1 virus?

There are several ways humans can get the virus:

Contact with infected poultry;

Breathing in feces, blood, or mucous from infected birds.

Eating contaminated poultry meat;

Drinking from water sources that have been contaminated by bird feces or feathers

8. How to protect yourself and your family from H5N1 virus?

- Keep children away from birds and collecting eggs if possible – this includes pet birds if they are not exclusively kept indoors.
- Be careful when using birds in rituals or ceremonies or find alternative to using birds.
- All family members must always wash and brush shoes and sandals when leaving the farmyard – and especially before going indoors.

9. How do I know if I have avian influenza?

Symptoms are similar to those of other influenzas, such as fever, cough, and headache and muscle pain. The symptoms vary in severity.

If you have symptoms and have been around poultry, get medical help immediately. In humans, this virus can cause more severe symptoms that develop quickly. Many of those infected with the virus have died; this is a very serious virus.

10. Is it safe to buy and eat poultry?

Yes, poultry products should be properly cooked and properly handled during preparation – that includes covering your face with a mask or cloth so you won't breathe in blood, mucous, feces and wear gloves or use plastic bags. Meat should be well-cooked (not pink) and eggs should not be eaten raw or with runny yolks. If poultry is cooked at normal temperatures – about 70 degrees Centigrade for about 30 minutes – the heat and cooking will kill the virus. Be safe and do not eat birds that have recently died.

SESSION 2

AVIAN INFLUENZA AND COMMUNICATION



OBJECTIVES

By the end of this session, participants will have...

1. Discussed Avian Influenza Prevention and Control messages
2. Reviewed definition of communication
3. Described communication channels

DURATION: 90 minutes

ACTIVITY:

#1 AVIAN INFLUENZA PREVENTION AND CONTROL MESSAGES

#1 METHODOLOGY

- Divide participants in small groups
- From Session TWO, Handout #1–Activity 1, ask participants to discuss and respond the AI prevention and control questions
- In plenary, participants present their responses to questions
 - To save time, assign a few questions per group
 - Allow time for additional comments per team if needed.

NOTES TO CO-TRAINERS

The aim of this activity is to review avian influenza prevention and control messages.

Refer to Session two, HANDOUT #1, Questions for Group work and Session two, HANDOUT #2 Responses (at the end of this session)

ACTIVITY:

#2 DEFINING COMMUNICATION

#2 METHODOLOGY:

- Ask participants to form pairs and discuss/respond to the question: **What is communication?**
- After a few minutes, ask volunteers to read their definitions in plenary

NOTES TO CO-TRAINERS

Communication has many definitions and can mean different things to different people.

- Communication is an exchange of ideas, information, thoughts, feelings or images between two or more individuals or groups.
- Communication is a process of transmitting and receiving information (verbal and non-verbal) on a particular topic between 2 or more people aimed at reaching a mutual understanding

The most important element of communication is the ability to convey the same meaning of a message between the two or more people involved in the communication exchange.

ACTIVITY:

#3 COMMUNICATION CHANNELS

#3 METHODOLOGY:

- In plenary, ask participants to describe the way they receive/send information these days
- Ask participants to give examples of different communication channels available today

NOTES TO TRAINER

Possible answers: Radio, TV, billboards, Interpersonal (friends, co workers, partner, family, parents, children, church, mosque, community leader) newspapers, videos, music, village theatre, puppets.

Communication channels

- **Mass media**, i.e., radio, television, print advertisement, billboards
- **Print materials/audio-visual**, i.e., (brochures, posters, booklets, videos, flip charts, karaoke)
- **Public Relations/Special Events**, i.e., print and broadcast news, news conferences, site visits, one-on-one interviews
- **Interpersonal communication**, i.e., face-to-face counseling, hotlines, home visits, peer education, group discussions
- **Community-based communication**, i.e., drama, puppet shows, songs, dance, village theatre, social mobilization, celebrations and festivals.

Today, we will focus only on Interpersonal Communication.

ACTIVITY:

#3 METHODOLOGY

- Divide participants into groups and ask the groups to list on a piece of flipchart paper the advantages and the limitations of interpersonal communication (face to face) channel
- Bring participants back together to share their results in plenary.

NOTES TO CO-TRAINERS:

TYPE OF CHANNEL	ADVANTAGES	LIMITATIONS
Interpersonal communication	Audience can ask questions and discuss the information Most powerful channel for individuals to change their behavior Privacy - Good for discussing sensitive or personal issues	Reaches few people at a time Requires training More time-consuming

Interpersonal communication or face to face communication is the most powerful communication channel when behavior change is involved.

Using only one channel like Interpersonal communication is not enough by itself; it works better to combine different channels. For AI prevention, a mixture of different activities is necessary in order to stop the spread of AI

SESSION 2 HANDOUT #1 ACTIVITY 1

QUESTIONS FOR GROUP WORK



AVIAN INFLUENZA PREVENTION AND CONTROL MESSAGES

1. What can people do to reduce the risk of getting H5N1?
2. What can I do to protect myself, if I have contact with poultry or other birds.
3. What to do if you come across any dead or sick birds?
4. How to prepare and consume poultry meat and eggs?
5. What are some of the common ways to contain the spread of the virus during an outbreak?
6. During an outbreak, if my poultry dies can I eat it?
7. What to do if you unintentionally come into contact with poultry or poultry feces in an affected area and become ill?

SESSION 2 HANDOUT #2 ACTIVITY 1

RESPONSES

AVIAN INFLUENZA PREVENTION AND CONTROL MESSAGES

1. What can people do to reduce the risk of getting H5N1?

There are several key behaviors people who come in close contact with poultry can adopt to prevent bird flu.

- Clean poultry pen to remove droppings once per week;
- Wash baskets, shoes and equipment with soap to remove fecal matter and mucous;
- Wash your hands with soap before and after handling birds or eggs to remove the bird droppings and mucous;

2. What can I do to protect myself, if I have contact with poultry or other birds.

Clean poultry pen once a week. This includes:

- Clean or sweep feces and unconsumed feed from the yard every day. Wear a mask and gloves while sweeping the farmyard.
- Burn or bury feathers and other waste away from the farmyard. Bury waste with lime so that scavengers do not dig it up.
- Allow manure to decompose for several weeks to allow any virus to die before using it as fertilizer.
- Clean small farm equipment daily, including tires, with soap and water or detergent.

3. What to do if you come across any dead or sick birds?

- Contact the proper authorities in your area immediately.
- Move dead birds using a hoe, stick or shovel.
- Place dead birds in a hole along with the plastic bags used to handle dead birds.
- Dead birds should be disposed of correctly; they should not be thrown in a river, pond or other body of water.
- Cover the hole and wash your hands thoroughly with soap and water afterwards.
- If you see one or more birds that look sick, don't leave them in the yard. Use gloves or plastic bags to take them out of the flock and place them in a closed cage.

4. How to prepare and consume poultry meat and eggs?.

The greatest risk of exposure to avian influenza is through the slaughter and handling of infected poultry.

- Keep raw meat, poultry, fish, and their juices away from other foods.
- After cutting raw meats, wash hands, cutting board, and knife, counter tops and all other exposed areas with hot soapy water, and use bleach if available.
- Cook poultry meat until it is no longer pink. Cooking (temperatures at or above 70°C in all parts of a food item) will kill the avian influenza virus.
- Do not eat runny eggs. To be safe, egg whites and yellow must be solid. Raw eggs should not be used in foods that will not be cooked.
- Wash hands with soap after handling eggs as egg shells may have bird droppings or mucous that contains avian influenza virus.
- Freezing or refrigeration does not kill the H5N1 virus.

5. What are some of the common ways to contain the spread of the virus during an outbreak?

Report and get assistance from local authorities.

If you have sick or dead birds, do not slaughter them or eat them.

Do not move or sell birds.

6. During an outbreak, if my poultry dies can I eat it?

No, this is not like any other virus that can kill off your flocks. You should not prepare dead birds for eating. Preparing and eating infected poultry could make you infected too.

7. What to do if you unintentionally come into contact with poultry or poultry feces in an affected area and become ill?

- If you become sick with a high fever after contact with dead or sick birds, seek immediate treatment.
- If you suspect that someone has avian influenza, take them to a health care provider immediately.

SESSION 3

BEHAVIOR CHANGE AND INTERPERSONAL COMMUNICATION



OBJECTIVES

By the end of this session, participants will have...

1. Discussed behavior change communication
2. Identified basic elements of interpersonal communication
3. Described basic skills needed during effective face to face interaction
4. Discussed the importance of establishing a positive encounter
5. Discussed active listening, a basic interpersonal communication skill

DURATION: 90 minutes

ACTIVITY

#I BEHAVIOR CHANGE COMMUNICATION

#I METHODOLOGY:

- In plenary, ask participants to brainstorm on the following questions. Ask one question at a time. Discuss answers.
 - What is Behavior?
 - What can Communications do?
 - What can behavior change communications do?

NOTES TO CO-TRAINERS

What is Behavior?

Behavior is the way we act, react and perform, in response to different stimuli under different situations and conditions. Different people act differently under the same conditions. Our behavior depends on different factors (external and internal) that influence and modify our behavior; behavior change is a process.

What can communications do?

There are several theories that explain how communication can influence behavior. In public health, communication is a tool through which the provider can help the client understand his/her health situation and enable the client to make the most of suitable choices.

In this context, sharing and exchanging health related information can result in changes or improvements in health practices.

- Communication changes **knowledge** and **attitudes**.
Example: After a communication campaign, farmers realize that avian influenza can be transmitted from ducks to chickens and from chickens to chickens. Before the campaign, farmers never thought about this.

What can Behavior Change Communication (BCC) do?

- Behavior Change Communication helps to modify the way a person acts.
Example: Before BCC farmers do not keep new and old poultry separate for 14 days. BCC campaign focuses on importance of separating new and old poultry for 14 days to prevent AI.
After BCC: Some farmers keep new and old poultry separate for 14 days

The objective of this workshop is to increase the effectiveness of the delivery of those messages during face to face encounters. Improving the provider's interpersonal communication skills will impact the delivery of the messages and will also impact behavior change related to AI prevention and control.

ACTIVITY

#2 ELEMENTS OF INTERPERSONAL COMMUNICATION

#2 METHODOLOGY:

- Ask participants to brainstorm about what are the elements of an effective face to face - interpersonal communication interaction, for example between a health provider and a community member: *a young mother is receiving information about the importance of immunization for small children from the health provider.*
- On the flip chart, list elements of effective face to face interactions.

NOTES TO CO-TRAINERS

- Verbal and non verbal aspects are important
- Two-way listening
- Receive feedback
- Share ideas, messages
- Empathy
- Speak the same language
- Exchange information
- Establish a dialogue
- Respect
- Use support materials to provide information

Make sure that everybody discusses the different elements here listed and that clear definitions are presented to all, e.g. what is empathy, how to establish a dialogue, showing respect...if necessary, explain or ask the group to give concrete examples.

ACTIVITY

#3 INTERPERSONAL COMMUNICATION SKILLS

#3 METHODOLOGY:

- In plenary ask participants to brainstorm about the different skills that they need to encourage dialogue and trust while talking with community members about AI prevention and control.
- List the skills mentioned by participants.

NOTES TO CO-TRAINERS

There several other important skills but these are the basic skills and the most frequently used.

- Warm welcome
- Show respect to encourage dialogue
- Listen attentively
- Do not interrupt
- Pay attention to verbal and non-verbal messages
- Ask questions
- Use simple language, repeat same words to convey information and help understanding
- Use support materials to provide accurate and consistency of information.

ACTIVITY

#4 INTERPERSONAL COMMUNICATION

SKILL: Greetings

#4 METHODOLOGY:

- Ask participants to brainstorm about the traditional ways people greet each other in the community
- What are some of the characteristics of the greetings?

NOTES TO CO TRAINERS:

Possible answers:

- Younger people stand up to greet elders
- Men take hats off to greet women
- People shake hands
- Show respect for each other, acknowledge each other

This is the first contact in a face to face interaction and it sets the tone for the rest of the interaction. So an important skill during face to face interaction is:

A. Greet appropriately

Establish a warm and welcoming environment since the very beginning is important to start a harmonious relationship, so this is the first skill needed for effective interpersonal communication.

Use culturally appropriate body language and verbal communication to show respect and care.

Greet the person with respect, in a way that conveys that you are ready and willing to listen in an unhurried manner, will help to establish a good rapport with them, having each other's best interest in mind.

Another important skill is pay attention to the verbal and non verbal messages during the face to face meeting.

B. Observe Verbal and Non Verbal messages

Active listening involves more than just hearing the words, or what other people say. It involves paying attention to both verbal and non verbal messages: the body language and the words as well as the things that might go “unsaid”, such as feelings or worries.

It involves understanding and acknowledging a person’s feelings in order to open up a conversation, encouraging dialogue.

To confirm that the other person is being heard and understood:

Verbal: repeat words, ask questions, use same language, use sounds that encourage dialogue...

Non-verbal: observe body language, look at the other person, make eye contact, nod your head, and listen to the tone of the voice.

Example:

- Community member: *Good morning*
- Officer: *Good morning, how can I help you?*
- Community member: *I need to tell you something...*
- Officer: *Yes, I’m listening...*
- Community member: *I’m so upset with my neighbor...*
- Officer: *Upset? tell me more*
- Community member: *Yes, it makes me so mad that he told the local official about the dead chickens in my cousin’s farm.....*
- Officer: *Mmmmm... I see...*

SKILLS USED: Greet warmly and respectfully, repeat same words, look at the other person, nod, use appropriate sounds: *Mmm... Aha...*

Match verbal with non-verbal messages, ask questions, encourage dialogue.

ACTIVITY

#5 EFFECTIVE INTERPERSONAL COMMUNICATION SKILLS: Active listening

#5 METHODOLOGY:

- Divide participants into pairs; name them either A or B.
- Ask that each A to be the narrator and to tell his/her B (the listener) about something that happened during the week. Have “A” tell the story for three minutes.
- Have “B” listen, without talking, during the three minutes.
- After three minutes, have the persons switch roles and do the same thing again, this time with the listeners (B) becoming the narrators and the narrators (A) becoming the listeners.
- Have each pair discuss the experience with each other and describe moments when they felt the other was listening or not listening during the exercise.
- Ask volunteers to share their experience

NOTES TO CO-TRAINERS

List examples of “moments they felt listened to” on the flipchart: The challenge was that no words could be used, so there are other ways to express that one person is listening to the other.

Examples:

- following what the person said
- made sounds letting me know he/she understood
- Used appropriate body language (looked at my eyes, nodded, smiled; did not interrupt; was friendly and respectful.

During this communication exercise, participants created and shared information with one another in order to reach mutual understanding. In this case, non verbal language was used to convey the message of understanding each other and practiced listening to each other actively.

SESSION 3

INTERPERSONAL COMMUNICATION SKILLS

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OBJECTIVES

By the end of this session, participants will have...

1. Described and practiced questioning and probing, skills needed during effective face to face interactions
2. Described and practiced speaking simply, a skill needed during effective interpersonal communications interactions
3. Discussed using support materials during face to face interactions
4. Practiced the basic skills for effective face to face interactions during role plays.

DURATION: 90 minutes

ACTIVITY

#1 INTERPERSONAL COMMUNICATION SKILLS: Questioning and Probing

#1 METHODOLOGY:

Ask participants to brainstorm about different ways to obtain information or encourage dialogue, and on the type of questions to ask. **List responses on the flip chart.**

NOTES TO CO TRAINERS:

Asking questions is an effective way to encourage dialogue and exchange information.

Questioning and Probing

Asking questions is a way of encouraging individuals to share information about their situation, or to express their feelings. This skill is accomplished through asking open-ended questions and probing for more information when a superficial answer is not enough.

Open-ended questions require more than a one-word answer. They usually begin with words such as “How?”, “What?” or “Can you tell me...?” Probing is necessary when we need more information about a person’s feelings or situation.

Examples:

“Can you tell me more about that?”

“What happened after that?”

“Please describe the symptoms”

Close-ended questions require one or two word answer; are helpful to clarify or confirm issues or statements or specific information.

Examples:

How many birds are dead? 17

Did you see the dead birds? Yes

Where did you see the dead birds? On the road to the
bridge

How far away are you from there now? About 5 kilometres

Using a combination of open-ended questions and some close-ended questions when health provider needs to probe about two things:

1. The situation or “story”; and
2. The feelings.

ACTIVITY

#I INTERPERSONAL COMMUNICATION SKILLS: Questioning and Probing

#I METHODOLOGY

PRACTICE EXERCISE WITH ROLE PLAYS

The aim of this activity is to practice the skills of questioning and probing, and also include the active listening skills of greeting and observing verbal and non verbal messages we have reviewed at the beginning of the session.

NOTES TO CO TRAINERS:

If this training is done in a different language than English, please translate SESSION 4 Handout 1 Activity 1, ahead of time, so that it can be used by group members during the role play simulation, in their native language.

- Make enough copies of the following role play scenarios in advance and hand them to the different groups.
- Divide participants into groups of three and distribute the role play scenarios (SESSION 4, Handout # 1 Activity 1). One person will play the Agriculture extension worker, one the community member and the third the observer
- After 5 minutes, the groups switch roles and start again, but reverse roles. After 5 minutes, they switch roles again. At the end, they have played all three roles in different scenarios
- Each group reviews and discusses the comments of the observer of the different questions asked as well as other active listening skills during the face to face meeting

- Ask some groups to share their experience with the others in plenary.

ACTIVITY

#2 INTERPERSONAL COMMUNICATION

SKILLS: Speaking Simply

#2 METHODOLOGY:

- Write this phrase on the flipchart:
Avian Influenza is similar to New Castle disease, it is a virus such as Influenza A (H5NI) is highly pathogenic; it is dangerous because it spreads quickly and has high death rate among birds.
- Divide participants into groups of three
- Groups prepare a simple explanation for the phrase written on the flip chart.
- After a few minutes, ask for volunteers to read their explanations.

NOTES TO CO TRAINERS:

This is another skill that will help increase understanding during face to face interactions.

Speaking Simply

Using language that is easy enough for any person to understand, usually repeating the same words generates a feeling of being fully understood. Sometimes it necessary to adjust the language to accommodate the literacy level of the community members. If a literacy level is not obvious, it is better to use simple words in order to make sure that the information is understood.

Example of Simple explanation:

H5N1 is a virus that all birds can get, but this kind of virus

is very dangerous because it can kill many birds fast, as it quickly spreads between animals.

ACTIVITY

#3 INTERPERSONAL COMMUNICATION SKILLS: Use support Materials

#3 METHODOLOGY:

- Divide the class into 2 large groups and ask them to describe the advantages of using AI materials; and identify the limitations of using AI support materials available.
- In plenary ask the groups to present/complement each other.

NOTES TO CO TRAINERS:

ADVANTAGES	LIMITATIONS
<p>Attracts attention</p> <p>Has accurate information</p> <p>Explains steps in a process</p> <p>Makes complex ideas easy to understand by using pictures</p> <p>Triggers discussions</p> <p>Helps discuss sensitive topics</p> <p>Take information home as reminder</p> <p>Share information with others in family</p> <p>Provides consistency of information</p>	<p>Less effective with people who can't read</p> <p>Not appropriate for large groups</p> <p>Specific information available</p> <p>May need additional explanation</p> <p>Distribution and production limited by budget</p> <p>Easily lost or thrown away</p>

Another skill used during behavior change communication interactions is the use of pamphlets, booklets, flipcharts, and other printed or audio visual material that were designed to improve understanding related to a specific topic.

ACTIVITY

#4 INTERPERSONAL COMMUNICATION SKILLS: Use support Materials

#4 METHODOLOGY:

- Ask participants to list some of the support materials already available on the topic
- Ask them to describe when to use some of the support materials available
- Ask a volunteer to demonstrate use of support materials during a house visit

NOTES TO CO TRAINERS:

Have some materials available during the training Pamphlets, booklets, flipcharts, handouts, or any visual support tool can be used during home or farm visits, or small group meetings with community members.

Support materials are designed to improve understanding of a specific topic and can lead individuals to make behavior change decisions. **Display and review different support materials available.**

ACTIVITY

#5 PRACTICE INTERPERSONAL SKILLS

#5 METHODOLOGY:

- Divide participants in groups of three as they will use the role play scenarios again. See SESSION 4 Handout 2 Activity 5 with Role Play scenarios
- Hand out the role play scenarios and have them select the scenarios to role play; one plays the community member, one is the Extension Worker and the other the observer
- The observer pays attention to the skills used by the Ag Extension worker: Active listening, questioning and probing, use of simple language and support materials during the face to face interaction
- Once the first role play is done, the groups switch roles and start again, but reverse roles and then switch roles again. At the end, they have played all three roles in different scenarios
- Each group reviews and discusses the comments of the observer of the different skills used by the Ag Extension officer during the face to face meeting with the community member.

NOTES TO CO TRAINER:

Here is the list of skills that participants have to practice during the role plays. Have available any support materials so they can use them during the role plays.

Skills used during effective face to face interactions:

- ***Active Listening:***
 - Greet with respect to encourage dialogue
 - Pay attention to verbal and non-verbal messages

- ***Ask questioning and probe:***
 - Open-ended and Close-ended Questions
- ***Speak Simply:***
 - Same words & correct misperceptions
- ***Use Support Materials:***
 - Consistency and accuracy of information

SESSION 4 HANDOUT #1 ACTIVITY 1

WORKGROUP



Role Play Scenarios to be used during this exercise:

1. You (community member) tell the Agriculture Officer about the sick birds you saw on his neighbor's back yard. You are confused and want to know if the animals in your farm/backyard are safe, some looked sick this morning.
2. You (community member) say that her cousin arrived from the village last week and brought eggs and some chickens as presents. You and your family ate 2 chickens already on the weekend but today the rest of the chickens are dead. You are scared and want to know if they died of Avian flu? Where to throw them away?
- 3 You (community member) are worried and want to know how many hours do you need to cook a chicken so it is properly cooked and you and your family can not get Avian Influenza?
4. You (community member) saw one neighbor collecting some dead birds near the school pond last week, and then you saw him make a big hole and burned the dead birds. You are worried and want to know if you have to do the same with the dead birds you found in your farm. What else do you need to do when one finds dead poultry?

SESSION 4 HANDOUT #2 ACTIVITY 5

WORKGROUP

Role Play Scenarios to be used during this exercise:

1. A community member tells you (Animal Health worker) that about 30 chickens from his coop were dead this morning when he went to feed them. His wife asked if she can cook a few for dinner and he will bring the rest to the market. He has heard that maybe they died because they had Avian flu? He wants you to help him, what can you tell him?

2. You (community member) work at the Hotel and just outside the Hotel compound where you work, there were several dead birds, and you have to walk close to the birds and you are afraid that you will get sick. You ask the animal health worker: what can you do?

3. You (community member) want to know what you can do to protect your 3 children from getting Avian Influenza from the dead birds they saw near the stream yesterday. You ask the animal health worker.

4. You (community member) went to the market yesterday morning and saw several sick chickens...so you did not buy them and returned home very fast but you want to know if you can get sick now and die too. You ask the animal health worker.

SESSION 5

CLOSURE

OBJECTIVES

By the end of this session, participants will have...

1. Described how workshop objectives were accomplished
2. Evaluated the workshop
3. Received Certificates of Completion

DURATION: 30 minutes

ACTIVITY

#I WORKSHOP OBJECTIVES

#I METHODOLOGY

- Ask participants to describe the IPC skills needed for effective face to face interactions related to AI prevention
- Ask participants to read the workshop objectives
- Ask participants to comment on meeting the workshop objectives.

By the end of this workshop, participants will have:

- Discussed basic AI facts and information for prevention and control
- Increased their awareness of importance of interpersonal communication skills to affect behavior change related to AI prevention
- Identified and described four basic IPC skills needed during AI prevention face to face interactions: Active

listening, Asking questions, speaking simply and using support materials to deliver information

- Practiced the four basic IPC Skills to improve delivery of AI information and prevention

NOTES TO CO TRAINERS

This session is the last opportunity for participants to ask final questions about course content regarding AI information as well as the four interpersonal communication skills used during face to face AI prevention interactions and their effect on behavior change. Participants also discuss about meeting the workshop objectives.

ACTIVITY

#2 COURSE EVALUATION

#2 METHODOLOGY

- Distribute the course evaluation, Handout #1, SESSION 5, Activity 2 to be completed anonymously.

NOTES TO CO TRAINERS

Make photocopies of the course evaluation form Handout #1, SESSION 5, Activity 2.

The aim of this activity is to receive feedback from participants about the workshop content and effectiveness.

3 WORKSHOP CLOSURE

ACTIVITY

#3 METHODOLOGY

- Conduct a brief closing ceremony and
- Distribute certificates, if appropriate.

NOTES TO CO TRAINERS

Thanks all participants for attending the workshop and sharing information during the day, and formally close the workshop.

SESSION 5 HANDOUT #1 ACTIVITY 3

COURSE EVALUATION FORM



***This form is anonymous. Do not put your name on this form.
Thank you.***

1. Were your expectations for this course met? (Circle) YES NO
If no, why not?

2. Which sessions did you like most? Why?

3. Which sessions did you like the least? Why?

4. Which subjects did we need to spend more time on?

5. How would you rate the style of the facilitators? (Circle one)

- a. Excellent b. Fair c. Good d. Poor

Comments:

8. What could we do differently to improve the content of the training?

9. What could we do differently to improve the logistics of the training?
(Hours, tea/coffee breaks, etc.)

10. Overall, how would you rate this training? Circle one.

- a. Excellent b. Fair c. Good d. Poor

Comments:

*This Certificate of Completion
is hereby Granted to*

TO CERTIFY THAT HE/SHE HAS COMPLETED TO SATISFACTION
THE INTERPERSONAL COMMUNICATION SKILLS ONE DAY TRAINING
(VETERINARY AND HUMAN HEALTH WORKDRS)



